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ABSTRACT

The author establishes a conceptual framework for multicultural education, presents a rationale for teacher educator involvement in the movement, and provides a summary of surveys conducted by the American Association of Colleges for Teacher Education (AACTE) on multicultural education for teachers. Multicultural education is viewed as a process through which individuals are exposed to the diversity (ethnic, racial, religious, sexual, etc.) existing in the United States and to the relationship of this diversity to the world. Exposure to diversity is based upon the belief that everyone has the opportunity to support and maintain one or more lifestyles, and the responsibility for maintaining and contributing to the culture that is common to all who live in this country. The rationale for involving teacher educators in multicultural education is based upon, among others, the facts that (1) many have little knowledge of ethnic and racial cultures other than their own, and (2) they have matured in a society that placed little positive value on cultural differences. Findings from the AACTE survey, "Multicultural Teacher Education: Issues Related to NCATE Standards," are discussed. Interpretation of a 1977 AACTE survey is presented, highlighting (1) multicultural education activities of responding institutions, (2) rank order of the desirability of suggested activities, (3) research activities, and (4) roles the AACTE might fill in promoting multicultural education. (MJB)

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Multicultural Teacher Education: The State of the Art*

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My presentation this morning will attempt, first of all, to establish a conceptual framework for multicultural education. In other words, I will try to provide a definition so that you know where I am, and also as a basis for your thinking in this regard. In addition, I will provide a brief rationale for the involvement of those of us who are responsible for teacher education. Finally, I will provide summaries of the recent surveys conducted by AACTE that give some idea as to what is taking place throughout the country with regard to providing multicultural education for teachers. My remarks will reflect some of the information included in a paper prepared for the National Institute of Education, August, 1977, entitled, "Multicultural Issues as They Relate to Teaching and Learning." In addition to selected passages from this paper, I will share with you some of the content that I included in a recent article, "Multicultural Imperatives for Curriculum Development in Teacher Education," that appeared in the 1977 Fall issue of the Journal of Research and Development in Education, published by The University of Georgia.

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The term "multicultural education" holds different meanings for different people. These differences have occurred primarily

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because various meanings have been derived from the particular cultural and professional reference points of the individuals providing these definitions. The variety of explanations may have also resulted from perspective being limited to the particular academic discipline of the individual. This is not to say that the definition presented here has not been influenced by these factors.

If we accept the premise that education is a process by which each person first becomes aware of him or herself; secondly, becomes cognizant of his or her place in the larger environment; and thirdly, learns how to function and contribute to that environment, then the following definition can be offered to enhance the meaning of education.

Multicultural education can be viewed as a process through which individuals are exposed to the diversity existing in the United States and to the relationship of this diversity to the world. Diversity in this context includes ethnic and racial minority differences as well as those differences found in religious groups and between the sexes. The exposure to diversity should be based on the fundamental belief that every person in our society has the opportunity and the option to support and maintain one or more cultures, which may include value systems, lifestyles, sets of symbols, etc. However, the individual as a citizen of the United States also holds the responsibility for maintaining and contributing to the culture which is common to all who live in this country. One objective of multicultural education can be considered to be providing the freedom and the educational opportunity for individuals to

be whatever they wish to be. Further, multicultural education is an official response to equal access to educational opportunity.

This concept of multicultural education not only includes the four areas defined by the government, but is extended to include the benefits that are derived by non-minority people when multicultural education is implemented. Acknowledgement and acceptance of any diversity is crucial. Therefore, using this acknowledgement and acceptance criteria as a reference point for discussion, we are including all people and all diversities, whether they be language, ethnicity, religion, sex or any other culturally relevant attributes.

Multicultural education will only become a reality when educators realize the importance of providing successful learning experiences for all children. Only when teacher training institutions provide the training necessary to produce competent pre- and in-service teachers will multicultural education be effective. Children will not develop their potential until curriculum content and instructional materials are relevant, individualized, and therefore, appropriate to the learning process. Nor will children adequately develop skills and resources necessary for survival until teachers develop teaching styles and techniques that facilitate student growth.

The issues inherent in multicultural education are many and complex, but can be summarized in the following manner:

1. Leadership: There is a need for a degree of advocacy to exist in Federal, public, and private agencies, institutions, and organizations that will support and foster the development

of multicultural education.

2. Training of Professionals: There is a strong need for multicultural education at the pre-service and in-service levels.

3. Instructional Relevancy for Learning: Classroom instruction must be relevant in order for children to learn effectively.

4. Effective Teaching Strategies: Effective teaching strategies are extremely necessary if a child is going to reach his or her full potential.

Teacher Education's Responsibility

In restructuring teacher education programs to meet the needs of multicultural education, several dimensions will need considerable attention. It is almost impossible to plan multicultural education training for students without giving thought to what implications this may have for faculty and curriculum as well as for students.

The instruction in schools and colleges of education throughout this country is primarily being done by faculty who received their training and education during a period when cultural differences were not accepted as differences, but as deficits to be ignored or handled as disadvantages. This climate produced, for the most part, individuals who are not particularly sensitive to multicultural education. Many have little knowledge of ethnic and racial cultures other than their own. Experiences with those who may differ from them have also been limited. Segregated schools and lack of knowledge have contributed to limiting the degree to which multicultural

instructional techniques and strategies have been developed and implemented. Culturally-integrated instructional materials have only recently been available and this, too has posed a a handicap. In general, there appears to be a need to provide multicultural in-service education for the training of teachers. The present curricula of most teacher training institutions remain unchanged. Curricula that were originally designed to prepare teachers to teach in a homogeneous-type society have never been relevant, and certainly are not appropriate for today's complex and diverse society and world. All aspects of curricula that effect the student in pre-service training should be examined for multicultural relevance. It is not enough to require a course or two in multicultural education hoping that this approach will suffice. Suggestions for designing teacher training programs are needed. The exercise following this presentation is an attempt to meet this need.

Students in training reflect our heterogeneous population. To provide the same type of training for all would be disastrous. The ethnic/racial and cultural backgrounds of the students need to be considered in every classroom, whether it is on the college level or in the elementary school. There are some basic foundations and concerns of multicultural education that should be shared with all students. From the article cited earlier that appeared in the Journal of Research and Development in Education, I have extracted a list of imperatives for multicultural teacher training to serve as a model. While I will not take time in my initial presentation to share these imperatives with you, I have prepared a handout which may be picked later that includes

these imperatives as well as a suggested model for developing a multicultural teacher training program.

State of Multicultural Education

The Accreditation Standards for Multicultural Teacher Education Project, sponsored by AACTE and funded by the National Institute of Education, recently conducted a survey. This survey, "Multicultural Teacher Education: Issues Related to NCATE Standards," was sent to all AACTE-member institutions; the state affiliates and national offices of NEA, NSBA, and AFT; chief state school officers; state directors of teacher education and certification within the State Department of Education; and individuals who had attended five regional mini-sessions to discuss this question. The findings of this survey indicate the general agreement that multicultural education must be addressed in some way by teacher education. Specifically, the findings suggest emphasis in the following areas:

1. The curriculum section of the NCATE standards should be changed to reflect multicultural concepts. This section plays a central role in determining the quality and substance of teacher education and in the views of those surveyed, should be affected. Changes in curriculum should reflect the needs of children from different cultural and linguistic backgrounds. This necessitates methods courses which adapt content to these differences including diagnostic skills that will assist the teacher in making truly appropriate decisions. A study of cultural diversity in the United States is another imperative. It was further suggested that the social sciences be included

as part of a general studies component for pre-service teachers.

2. Faculty development and faculty competence are also viewed as clear targets for change. Provision for staff development to foster faculty competence are thus regarded as key factors in quality control.

3. Comments from participants at the regional mini-sessions indicated a need for a clearer definition of the term multicultural education and its implications for the process and substance of teacher education.

The results of this survey support the position expressed here - that faculty development and curriculum in teacher training institutions need attention.

More recent study has been done by AACTE as a result of the NIE grant. I would like to acknowledge the cooperation of Donna Gollnick, Assistant Project Director, in providing me with the most recent data so that I could report it to you this morning.

In the Fall of 1977, a survey of multicultural education in teacher education was distributed to the membership of AACTE. Of the 786 teacher education institutes, there were responses from 387, representing a 49.2% return rate. The survey that was distributed included 22 questions in six sections that were related to specific NCATE standards. The survey covered programs, faculty, management, and a section for general questions. For example, there were questions as to what factors had contributed or deterred the development and implementation of multicultural education, and questions also about the future of multicultural education in a particular institution.

The surveys were mailed on September 30, 1977, and were requested to be returned by October 30 of the same year. We could, perhaps, spend all morning looking at the results of the survey, but for our purposes, I have selected portions that I feel are important and will have some bearing on your thinking this morning.

Under the section on programs related to multicultural education, respondents were asked to identify whether their education units had provision for fifteen different activities. I have selected seven and will run through those and give percentages of responses.

The first provision was the study of intergroup communications and classroom dynamics. Of the 387 institutions that returned the survey, 82.2% indicated that their institutions did provide for intergroup communications. 77.5% of those responding indicated that a student teaching experience in a school with students who are racially and ethnically different from the student teacher was in operation. Provision three concerned experiences which prepare education personnel to work more effectively with minority students, and 73.9% indicated that these experiences existed. Experiences which prepare educational personnel to teach content from a multicultural perspective exist in 51.9% of those institutions reporting. A study of sexism is currently in existence at almost 50% of the institutions; in fact, 49.9% indicated that such a study was being carried on throughout their institutions. The provision of studying or completing study of specific ethnic groups in the U.S., for example, Afro-American studies or

Mexican-American studies, currently is going on at 45% of the institutions. And finally, 37.7% of the institutions indicated that there was some attention to the study of cultural competencies that can be transferred from one cultural or multicultural setting to another.

Respondents were also asked to assess educational desirability for the fifteen activities listed on a scale from highly desirable to non-desirable. Again, I have just selected a few to report to you.

57.1% indicated that they felt the study of intergroup communications in classroom dynamics was highly desirable. 56.6% indicated that experiences which prepare educational personnel to work more effectively with minorities were also extremely important. And 51.4% indicated that some sort of student teaching experience in a school or environment with students who are racially or ethnically different from the student teachers was also desirable. 36.4% felt that the study of sexism was important and 39.3% also felt that a study of racism should be included. 34.1% felt that the focus of the study should be on specific ethnic groups within the United States. This last point is very important. So much of what is going on, not only in public school classrooms, but in some teacher training institutions that is referred to as multicultural education, is really international education. It is important for us to have a focus on the cultural diversity that exists within the United States. That is not to say that no attention should be given to international education, but they are two separate areas. However, international education <u>can be</u> easily

linked so that it directly contributes to multicultural education. But we do not have time to discuss that this morning.

I think it is interesting to note that in the area of ethnic studies, the 139 institutions reporting (35.9% of those responding) have departments or divisions related to a specific group. And 22.5% of the responding institutions require at least one course related to ethnic groups for completion of a degree program in education. 7.8% have the same requirement for completion of non-degree programs in education.

Courses in women's studies are offered at 225 of the institutions or 58.1% of the respondents. And 35 of those institutions require students to take at least one course in women's studies to complete the requirements for a degree program in education.

150, or 38.8%, of those responding to the survey, offer in-service programs in multicultural/bilingual/bicultural education, either as an independent unit or in cooperation with local education agencies, teacher centers, or other agencies. Provisions for multicultural/bilingual education indicate that 305 of the 387 respondents (78.8%) have some provisions for multicultural or bilingual education programs in their education units. Some of these provisions are found as components in the foundations or methodology courses.

In the area of research activity, a little better than 1/3 of those institutions responding reported that there is some kind of research going on in the area of multicultural education and/or bilingual education.

The respondents indicated, or at least 39% of the respondents indicated, that university and college administration was the number one factor considered as contributing to the planning, development and implementation of multicultural/bilingual education. The second most important area was the involvement by various ethnic groups; the third, the existence of state education agency guidelines and regulations; fourth, encouragement of professional associations; fifth, state legislation; and finally, federal legislation.

I regret that this information has been reported in such a hurried fashion, but the final results of the survey will be distributed by AACTE within the next few weeks in a more complete report.

In conclusion, it is important that we spend a moment looking at what the respondents saw as being needed from AACTE. I will share with you the top six needs. Better than half of the respondents indicated that they felt AACTE should publish a journal or bulletins that inform teacher educators of new ideas, approaches, or materials in multicultural education. Better than half felt that AACTE should facilitate the dissemination of information about operationally and programatically successful multicultural education programs. Again, about 50% felt that AACTE should provide a clearinghouse for informational, research, and analytical studies of multicultural education. Slightly less than half felt that AACTE should catalog the information about funding agencies to disseminate as a directory and should also provide information about federal and state

legislation. About 38% indicated a need for AACTE to convene national and regional meetings on multicultural education.

As indicated at the beginning of my presentation, I hoped to give you my definition of multicultural education and share with you how I feel about the responsibility of those of us who are involved in teacher education, and then, finally, report to you some of the salient points of the recent work done in the area by the NIE-funded project carried out through AACTE under the direction of Frank Klassen and Donna Gollnick.

I hope my remarks have been helpful and I close by urging you to become involved. Start planning for the implementation of an effective multicultural education teacher training program.